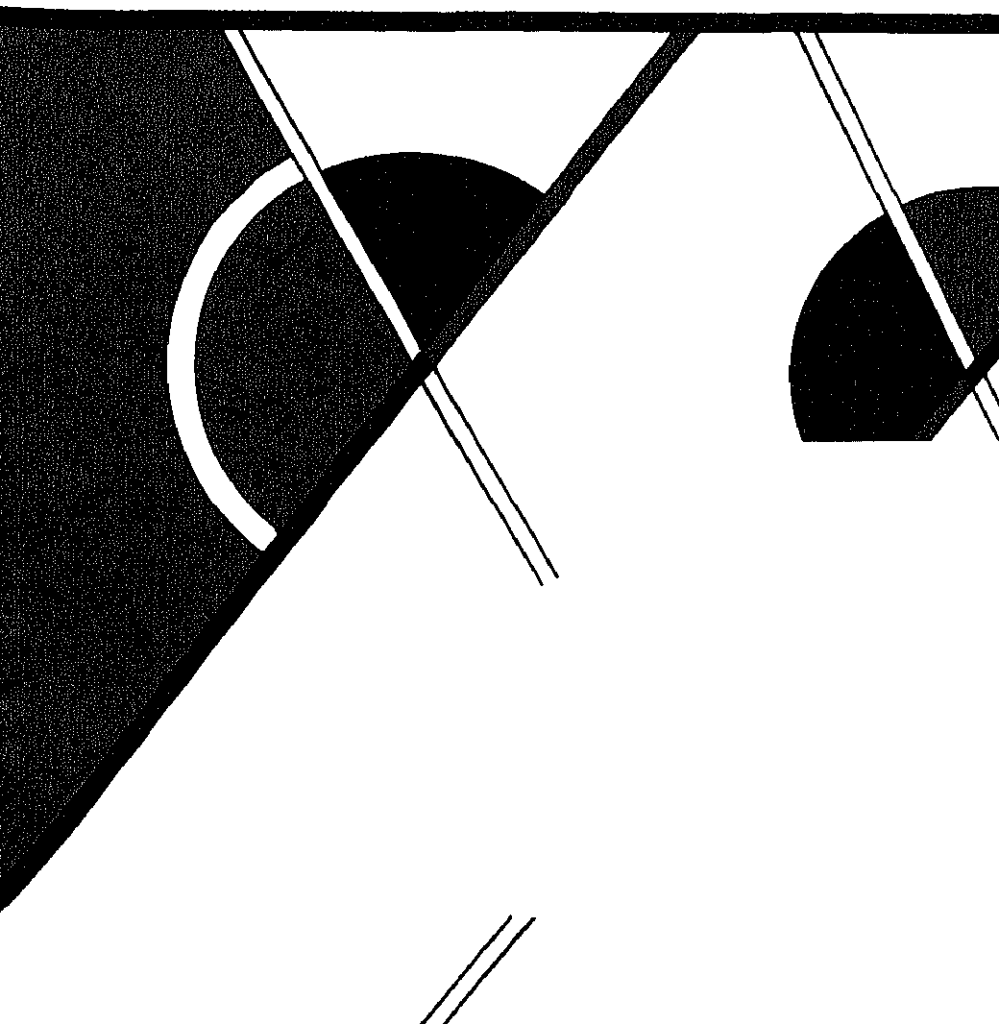




# PARENTS AND SCHOOLS WORKING TOGETHER



music for this production was donated by Mammie Young's record company. Albums from which selections were taken are:

Taos Pueblo Round Dance

Navajo Corn Grinding and Shoe Game Songs

Flute Songs of the Kiowa and Comanche

Stomp Dance (Muskogee, Seminole, Yuchi)

The Badland Singers (Assiniboine-Sioux Grass Dance)

Ashland Singers (Northern Cheyenne War Dance)

The producer gratefully acknowledges the help of Indian How and the many Indian students, Indian parents, and parent committee instructors and staff who made this filmstrip possible.

This filmstrip/cassette is part of a set of technical assistance materials developed for the Office of Indian Education, United States Department of Education. The other two parts of the set are:

## **INDIAN EDUCATION ACT ENTITLEMENT PROGRAMS FOR PUBLIC SCHOOLS**

This handbook is designed for both parent committee members and project directors. Major sections are: Parent Committee Election Meetings, and Bylaws; Needs Assessment, Project Design, Evaluation and Monitoring; Application Packet, Project Management; and Glossary. Sample forms are included.

## **INDIAN EDUCATION ACT--PART A REGULATIONS, General Provisions and LEA Entitlement**

This handbook contains the new regulations in large type. A summary of major changes in the regulations is included and major changes are noted next to the appropriate section of the regulation. These new regulations were published in the Federal Register, May 21, 1980.

Albuquerque, New Mexico  
**for**  
Indian Education Training, Inc.  
Albuquerque, New Mexico 87110

**Script**

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Dear Title IV Project Director and Parent Committee Chairperson:

The Office of Indian Education is pleased to send you this material and script. The fourteen minute filmstrip and audio c prepared to acquaint new or prospective parent committee member *staff with 186a programs. They were developed on the assumption* groups should have a common understanding of their roles.

The material was prepared for us by Indian Education Training tion with Master Media, both of Albuquerque, New Mexico. It was a result of site visits to selected districts and workshops held at t Education Regional Conferences in Anaheim and New Orleans.

We hope this will be useful to you.

Sincerely,

The Office of Indian Education

1. Insert cassette tape, side A, into monaural cassette player, adjust volume, then rewind. With stereo cassette player, channel. Play tape first to see which channel is correct.
2. Insert filmstrip into projector, advance to "focus" frame, to first picture frame.
3. Start tape and manually advance filmstrip upon each (beep).
4. At end of program rewind tape and filmstrip before storing.

### **With Sound (Automatic) Filmstrip Projector**

1. Insert cassette tape, side B, into built-in cassette player, adjust volume, then rewind tape to start position.
2. Insert filmstrip into projector, advance to "focus" frame, to first picture frame.
3. Start tape. Filmstrip will advance automatically.
4. At end of program rewind tape and filmstrip before storing.

ural painting project

ural painting project  
, similar to above

ural painting project  
, similar to above  
d revealing faces of  
structor and students

ural painting project  
(end of series)

vo female adult Indians

ose-up of two Indian  
ildren eating lunch

INSTRUCTOR: You guys are doing s  
What I want you to do is put some of  
red oxide on it, and before it dries  
need to get some yellow and put s  
streaks in it like it is right here. OK?  
remember, don't go past this tape bec  
we need to paint those a different c  
there, OK? Add a little bit of water  
these paints here. Just dip your brus  
here, add a little bit of water to it  
and we want to make . . . put a lot of p  
. . . we don't want to have any w  
showing at all . . .

NARRATOR: This arts and crafts cla  
one of over a thousand locally run ed  
tional activities funded under Title I  
the Indian Education Act of 1972.

This class serves children with wi  
varied backgrounds and with roots in n  
parts of the United States. All of  
participants are American Indians.

According to the Indian Education Ac  
1972, "Indian" means any individual wh  
a member of a tribe, band, or other or  
ized group of Indians, including t  
tribes, bands, or groups terminated s  
1940 and those recognized by the stat  
which they reside.

"Indian" also means a descendant, in  
first or second degree, of an individual  
described.



educational needs of Indian students. The program formerly was called "Local Education Agency Grants." It now is referred to as the "Indian Education Grants."

10 Tutor helping student

The money appropriated under the Indian Education Act is used to supplement existing educational programs, rather than to replace existing educational programs.

11 Parent committee meeting

The supplementary educational programs are developed jointly by schools and by the parents of the children to be served. From this partnership, the "parent committee", a group of parents with special responsibilities, is formed.

12 Title: THE INDIAN EDUCATION ACT: PARENTS AND SCHOOLS WORKING TOGETHER

MUSIC BACKGROUND

13 Credit: Presented by  
Office of Indian Education,  
U.S. Dept. of Education

MUSIC BACKGROUND

14 Parent committee meeting

MUSIC DOWN AND UNDER  
NARRATOR: The formation of a parent committee helps put local decisions in the hands of local people.

15 Parent committee meeting

The parent committee is elected by the people it represents. That is, the committee members are elected by Indian students, teachers and parents of Indian students, and Indian students.

16 Parent committee "audience"

The regulations stipulate that the

graphic representing  
overlapping terms of  
members

graphic quoting "the  
":

. 186a.40 Responsibility  
of the local education  
agency

... consult with and  
involve the parent commit-  
tee in all phases of the  
project."

all office meeting

graphic depicting needs  
assessment form, with  
needs in process of being  
checked

set-up of man stating  
position at p.c. meeting

large public hearing

New regulations issued in 1980 allow  
multi-year, overlapping terms so that  
parent committees can maintain continuity  
of operation.

The law clearly states that it is the responsibility of the local education agency  
"consult with and involve the parent committee in all phases of the project."

The involvement of the parent committee begins at the time when the local education agency initiates a needs assessment to determine what the greatest areas of need are for their Indian students.

For example, at the beginning of the planning cycle in one school district, a needs assessment committee composed of parents and school personnel comes up with a list of 10 items which are identified as needs. The list is then presented to the parent committee for discussion.

QUOTE FROM INDIAN EDUCATOR:  
they decide on the priorities and  
really get into some big hassles.

NARRATOR: Members of the parent committee then discuss each item and rank it in terms of student needs.

NARRATOR: Once the areas of greatest need have been determined, a program

ification form

for funding, the parent committee must review it and approve it in writing.

staff interview scene

The parent committee also has a responsibility to advise the local education agency on policies and procedures relating to hiring of project staff.

structor working with  
Indian students on arts  
and crafts project

While the local education agency does actual hiring, the parent committee views the qualifications of applicants and makes recommendations for project staff.

structor working with  
Indian students, similar  
to above

Once the project is underway, the local education agency provides regular progress reports to the parent committee for review. Parent committee members make site visits to observe project activities directly.

parent committee meeting

Once each year, the local education agency must submit a formal evaluation report which shows how the Indian students are benefitting as a result of the project. Again, the regulations stipulate that the parent committee must have input into the evaluation.

sample evaluations

Often the results of the evaluation lead to modification of an existing project, or development of a totally new project.

Indian classroom with  
many empty desks

For example, one metropolitan school district had a very high rate of absenteeism among its Indian students. It was assumed that students were skipping school because it was not interesting or attractive to them.

Indian cultural program;  
r dancers performing  
a school gymnasium

o Indian students at  
t-drink machine during  
ool hours

rent committee meeting

cial-worker aide talking  
h parent at front  
or of house

cial-worker aide with  
dent on street

cial-worker aide talking  
h younger student  
street

de taking students  
school

ian classroom with  
eader filled

The program series ran three years  
included performance, demonstrations  
lectures on many aspects of Indian culture.

These special programs were certainly  
riching for many Indian students. But  
evaluation revealed that they had  
achieved their primary purpose. The  
rate of absenteeism remained.

Based on this evaluation, school officials  
and the parent committee worked together  
to develop a different approach.

They set up their own school attendance  
system by using social worker aides in  
school district. The chief responsibility  
the social worker aides is to find out who  
not attending school regularly and what  
reasons are. They work closely with  
parents and with the students themselves.

QUOTE FROM INDIAN EDUCATOR:  
the kids are out on the streets and no  
knows where they are and they're out  
run, that social-worker aide goes around  
and around and tries to find them . . .

. . . (QUOTE CONTINUES) . . . And I  
"Where is he? Where is the kid?" to  
one social-worker aide . . .

. . . (QUOTE CONTINUES) . . . And finally  
he finds the kid and shags him back to  
school. Well, that's what we need, to  
the kid to school.

NARRATOR: Recent evaluation of  
program indicates that this new approach

highest concentration; the light-colored areas have the lowest. Nationwide there are about 1,000 Indian education projects funded and operating under Title IV, Section 186a.

Group of students with  
"moon rocket"

They range from large projects in urban settings to very small rural ones. Larger projects may have the resources to support a fulltime project director. Smaller projects may use the part-time services of an administrator already within the school system.

Graphic depicting state  
support and 10% entitlement  
grant as stacked coins

The amount of money which a local education agency is entitled to receive under the law is based on the number of Indian students enrolled in its schools and the average per-pupil expenditure in that state. The actual entitlement grant is proportional to the congressional appropriation. Usually it is about 10 percent of the state per-pupil support.

Graphic depicting 10%  
of \$2,000, or \$200, on  
the form of a bar graph

For example, if the average per-pupil expenditure in a state were \$2,000, the supplemental Title IV Indian education appropriation would be about \$200 per pupil.

Graphic depicting 500  
students  $\times$  \$200 = \$100,000;  
formula is overlaid in  
bar graph from #43

If there were 500 Indian students enrolled in a particular school district in that state, this district would receive a total supplemental appropriation of \$100,000 to be used in accordance with the needs assessment.

Adolescent female student  
doing academic exercise

Some Title IV projects are academic, emphasizing reading, writing, mathematics and science.

Indian students visiting  
cliff dwellings at a national  
monument

Female Indian student  
at cliff dwelling

Indian tutor with Indian  
student

Another Indian tutor  
reading with an Indian  
student

Peer tutoring; small  
group of female Indian  
students reading together

Indian high school student  
learning film-making  
techniques

Student talking with  
professional person in  
the community

off-campus events.

In another school district, project funds are used for a cultural history program. Indian students take field trips to places where their ancestors played important roles.

Such activities give the students a new understanding--and a pride--in their heritage.

Many projects, both large and small, place a major emphasis on improving basic academic skills. For the most part they use Indian tutors.

QUOTE FROM INDIAN EDUCATOR: "We provide reading and math assistants who are Indian, and who we send through a tutoring program. Then they know how to do this and they help the kids. And we're getting immense returns from that . . .

NARRATOR: Some schools are using peer tutoring to help students learn to read. The program has the additional benefit of being a career-preparation exercise for the older students.

Another school district uses some of Title IV funds to operate an enrichment program for talented Indian students.

These students are given special recognition for their high achievements. They also make personal contacts with professional people in the community to get help in developing their future careers.

individual needs assessment -Part 2: teacher checking over test with student

LET FRAME:  
t - Eskimo drawings  
h numbers 1-5  
ht - close-up of an  
t - Eskimo student

school official explaining  
budget to parent committee

parent committee member  
asking questions of school  
officials (in Navajo)

president of parent committee translating the  
statement of the Navajo  
parent

parent committee potluck  
dinner

The whole concept of the Indian Education Act is to have programs evolve in response to the local assessment of local needs.

The new regulations for Title IV allow parent committees and local education agencies the option of "multi-year" planning, rather than being limited to the one-year planning cycle previously in effect. This means that a program could be developed in phases, over a period of two or three years.

If parent committee members are to be effective, they must understand how the local education system works. The Title IV regulations state that the education agency must provide training for the parent committee members.

Parent committee training sessions in the rural district are bilingual to allow participation of non-English speaking committee members (Navajo parent speaking Navajo . . . . .)

TRANSLATOR: He expressed the importance of education. He thinks that without any kind of funding the education program will not progress, and that money is the only way to expand any kind of school system. And this is a problem anywhere within the United States . . .

NARRATOR: One of the benefits to parents serving on parent committees is that they, like their children, have an opportunity to learn and grow.

	We'll try to make the parent meetings a learning process for all of us.
Indian male student writing	NARRATOR: The Indian Education Act offers great opportunities for Indian parents to affect the education of their children.
Close-up of Indian educator	The Indian Education Act of 1972 grew out of a congressional report entitled "Indian Education: A National Tragedy, A National Challenge." The purpose of the Act is not to fix the blame for the tragedy, but to take up the challenge.
End sequence I Close-up of parents meeting	Parent committees across the land are taking up this challenge. They are working with local teachers and administrators to design programs that meet the real needs of Indian students.
End sequence II Close-up of student working	In many programs, students are overcoming longstanding deficiencies in the basic skills of reading, writing, and mathematics.
End sequence III Close-up of student working	Some students are resolving personal and social problems that have been holding back their education.
End sequence IV Ammy learning film-making techniques	And some are aspiring to high achievement, both in the school world and in the adult world that will follow.
Group of Indian students holding up award ribbons and cheering	QUOTE FROM INDIAN EDUCATOR: When I tell the warriors all the time when I talk to them is, "I expect this of you and you can do it." So then when I talk to the kids I say, "Now this is going to be difficult but it's not impossible. Just keep at it because



End Credit: prepared  
by INDIAN EDUCATION  
TRAINING, INC.  
ALBUQUERQUE, NEW  
MEXICO

END MUSIC

End Credit: produced  
by MASTER MEDIA,  
INC., ALBUQUERQUE,  
NEW MEXICO

END MUSIC OUT